U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [**X**] Choice

Name of Principal: Mrs. Susan Dworken - Head of School

Official School Name: Joseph Kushner Hebrew Academy

School Mailing Address:
110 South Orange Avenue
Livingston, NJ 07039-4904

County: Essex State School Code Number*: N/A

Telephone: (973) 597-1115 Fax: (973) 597-3363

Web site/URL: www.jkha.org E-mail: sdworken@jkha.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: N/A N/A

District Name: Tel:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Daniel Israeli

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[X] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 25 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	8	16	**6**	31	22	53
K	29	34	63	**7**	26	22	48
1	27	24	51	**8**	27	17	44
2	29	22	51	**9**			0
3	30	26	56	**10**			0
4	23	32	55	**11**			0
5	34	25	59	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					496

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
1 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
98 %	White
0 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1.	496
(5)	Total transferred students in row (3) divided by total students in row (4).	0.000
(6)	Amount in row (5) multiplied by 100.	0.000

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 26 %

Total Number of Students Served: 128

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	14	Other Health Impaired
0	Deaf-Blindness	53	Specific Learning Disability
0	Emotional Disturbance	61	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	4	2
Classroom teachers	31	17
Special resource teachers/specialists	1	5
Paraprofessionals	8	6
Support staff	4	0
Total number	48	30

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **11 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	96%	96%	97%
Daily teacher attendance	95%	95%	97%	95%	96%
Teacher turnover rate	1%	1%	2%	1%	1%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

The Joseph Kushner Hebrew Academy is a Modern Orthodox, co-educational Jewish Day School that has provided children with an outstanding Judaic and secular education for more than 50 years. Founded in Newark, New Jersey, it now serves nearly 500 students, including children and grandchildren of graduates. From Pre-Kindergarten through Grade Eight, we nurture our students' development as multifaceted individuals, stressing the importance of personal responsibility, self-respect and *chesed* – ethics and good deeds. We believe that academic success will flourish in a caring learning environment.

Our General Studies curriculum emphasizes academic excellence and is designed to cultivate inquiry and critical thinking. Cognizant of the intellectual demands our children will face as adults, we are dedicated to ensuring that all students master a rigorous multifaceted program. In addition to gaining a solid foundation in basic skills, students develop new interests and enhance their creativity through myriad enrichment opportunities.

Our Judaic Studies curriculum emphasizes the study of oral and written biblical texts and traditions, while inspiring our students to love – and practice – their Jewish faith. Hebrew is the primary language of instruction in many classes, and we work hard to connect students to Israel and its people, history and culture. Jewish values suffuse the school environment, as classroom lessons are reinforced by informal learning opportunities centered around holidays and other special events on the religious calendar.

At the same time, JKHA helps children grow into productive, caring members of a democratic society who are dedicated to contributing to their communities. Our programs on American citizenship instill an appreciation and admiration for the United States of America. In addition, each year we select a different theme, based on Judaic sources, for school-wide projects focusing on communal responsibility. This year's biblical theme is "The World Deserves to be Preserved," and a sequence of activities and events are encouraging students to be mindful of their roles as citizens and caretakers of the Earth.

JKHA also actively encourages students to embrace community service and a sense of responsibility for others. This philosophy is exemplified by the many charitable projects which engage our school community throughout the year. For example, our "Eight Ways in Eight Days" program enables students to contribute to different non-profit institutions on each of the eight days of Chanukah. Recent recipients have included the New Jersey Food Bank, animal shelters, HASC, an organization serving developmentally disabled children, Chai Lifeline, an organization serving children with life-threatening illnesses, U.S. soldiers stationed in Iraq and Afghanistan and many others.

Joseph Kushner Hebrew Academy is dedicated to the proposition that every child is unique and thus learns best when instruction is individualized. Our mission is accomplished through the efforts of highly trained, professional teachers who motivate students to achieve their full potential, and to embrace a lifelong love of learning. Our pedagogic approach is child-centered and empathetic, and our faculty seek out methodologies and strategies to promote each student's optimum potential. Our school psychologist and professional staff provide our students with any needed support, and oversee educational programs aimed at promoting social and emotional health.

At JKHA, our educational philosophy fuses the best of two worlds into a singular learning experience – and we rely on our parents to work with us as partners to achieve our common goals. We promote the partnership by ongoing communication with school families, as well as myriad activities and events designed for parent and student participation.

We cherish our students and derive much pleasure from their achievements. We love watching them grow and develop to reach their potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Because JKHA is a community school guided by the principles of Judaism, we believe that "no child **in our community** should be left behind." It is our policy to admit any student whose learning needs can be met in our classrooms; thus, depending on grade level, between 20-33% of our students are classified with special needs.

In 2004, after a review of assessment results from the Iowa Test of Basic Skills, JKHA administrators undertook sweeping changes in our choice of standardized assessments and curriculum. We decided to adopt the Terra Nova as our norm-referenced standardized assessment because it includes constructed response items that are more closely aligned with the academic and cognitive demands of our curriculum. For the purposes of this application, we identified the national percentile of the mean NCE for both our regular education students and our resource room students. In 2005, we used the Terra Nova 2nd Edition Multiple Assessment to assess student achievement in grades 2 and 4; by the following year, all students were taking the Terra Nova exam. In 2009, we used the most recent revision of the Terra Nova, the 3rd Edition.

While each grade at JKHA has shown some variability in performance over the past five years, our students' scores have generally been strong. For example, in our regular education population, second and third graders have shown steady improvement in reading, while fourth and fifth graders have maintained a consistent pattern of high performance with minor fluctuations. Our sixth grade students have also shown steady improvement in reading as well as math. We have seen growth in reading in our seventh graders, but some inconsistency in their math. These minor gains or losses have been interpreted cautiously and in conjunction with other sources of data. We continue to monitor student performance on standardized testing and frequent formative classroom assessments in order to gauge student learning.

Over this same five-year period, we have required our special needs students to participate in both formal standardized testing as well as more frequent classroom assessments. We have found that the Terra Nova does not adequately assess each skill area in a comprehensive and diagnostic way for classified students. Because it is a norm-referenced test, it is not sensitive to actual progress many classified students make in achieving specific learning objectives.

To assess their progress more accurately, we have combined the results of formal testing with other data sources, such as fluency assessments and teacher-constructed tests. In addition, criterion-referenced tests such as the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in the Lower School and the DRA-2 (Development Reading Assessment) in the Middle School have provided us with very encouraging data about the progress of our classified students. For example, pre- and post-DRA-2 testing in 2009 of 6th graders with reading fluency challenges revealed significant gains among those who had received an intensive intervention program. We are committed to offering intensive remediation to our classified students, and to assessing their learning via standardized, criterion-referenced and teacher-constructed assessments.

2. **Using Assessment Results:**

JKHA uses the results of formal and informal assessments to drive instruction. After an initial review by administrators of standardized test scores, individual teacher meetings and grade-wide staff meetings are held in order to analyze the data. Results are explored longitudinally in order to identify the major trends in performance for a cohort of students. We also compare the performance of each grade from year to year to identify curricular strengths and weaknesses. Item analyses and individual student profiles are also examined by staff.

The data generated by standardized testing is combined with formative assessments conducted by teachers in order to determine eligibility for enrichment or remedial programs. In grades K-5, periodic fluency, comprehension and early literacy assessments, including the Dynamic Indicators of Basic Early Literacy Skills, are used to support all placement and instructional decisions. Student progress in oral reading fluency, letter recognition and phoneme segmentation is tracked over the course of the year and from year to year. In grades 6-8, assessment data serve as the criteria for eligibility for intervention and enrichment programs. Terra Nova and DRA-2 results are used in conjunction with class assessments and teacher recommendation for placement decisions.

As a result of these multiple assessments, JKHA students at risk may participate in several intervention programs designed to replace the standard classroom curriculum; all receive tiered levels of intervention based on their performance on frequent progress monitoring instruments. Recently, we decided to increase the frequency and duration of the intensive intervention required for students whose scores have either declined or failed to improve. As noted above, our students have made significant gains as a result of these interventions and our examination of multiple sources of data has revealed that special needs students are making more strides than the Terra Nova scores would suggest.

3. **Communicating Assessment Results:**

At JKHA, Terra Nova results are shared with parents via a Home Report which provides subtest percentile ranks and an explanation of the skills measured by each section of the test. Parents are encouraged to reach out to administrators or learning specialists for any additional explanation or clarification. Students' overall standardized test results are shared with the JKHA Board of Education as well. Any trends that have been identified are presented, along with action plans describing how the staff will use the data to inform instruction.

Students in grades K-5 receive three formal report cards that incorporate letter grades, anecdotal feedback and information regarding the student's standing in relation to his/her grade-level peers. Formative assessments conducted by classroom teachers are also sent home for parent review, and portfolios of student work are shared with families at conferences held twice per year. In addition, teachers communicate via e-mail, telephone and interim progress reports on a consistent basis to ensure that parents are kept apprised of their children's academic performance and any necessary interventions.

Students in grades 6-8 receive three report cards per year, with number grades and written comments noted for each subject area. Student progress is evaluated by tests and alternate means of assessment throughout each trimester, and parent-teacher conferences are held twice per year. All school staff members are accessible to parents through individual email accounts and phone extensions. Parents are assured a prompt response (within 24 to 48 hours) from classroom teachers to all inquiries.

4. **Sharing Success:**

As an exemplar of the best practices in education, the Joseph Kushner Hebrew Academy has many "firsts" to its credit. Most significantly, JKHA was the first Jewish day school in the New York metropolitan area to create a professionally staffed Learning Center, as well as the first to offer a formal enrichment program for students with advanced academic abilities. We are proud that our school has served as a model for other institutions eager to embrace different kinds of learners, and that our educators speak regularly at regional workshops on literacy, math, study skills and differentiated instruction.

Our emphasis on meeting the individual needs of students is also evinced by the wide range of innovative programs for learners of all abilities. For example, JKHA pioneered NETA's Hebrew curriculum for middle schools, enabling all students to improve their fluency and comprehension. Our school was selected by the Gruss Foundation to receive four major grants over the past four years that have enabled us to enrich our math, literacy and science curricula from Kindergarten through third grade. JKHA was also chosen for the

prestigious E2K Program, a science enrichment initiative created by the Israel Arts and Science Academy and funded by the Center for Initiatives in Jewish Education. Our students earned international acclaim this summer, taking first prize in a national desalination project and second prize in the international portion of the competition. JKHA students also regularly earn recognition in local and national math competitions, and earned distinction at the first-ever day school Science Olympiad organized by our teachers last year.

JKHA's many achievements are publicized via our comprehensive website www.jkha.org; our weekly newsletter; and *Kol Hakavod*, a publication for families, alumni and other supporters of our school. Our school also issues frequent press releases to the local papers highlighting the academic and communal achievements of our students and staff.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

One of the Core Values of JKHA is the nurturing of all facets of our students' development. To meet the needs of the whole child, our General Studies curriculum not only provides a strong foundation of basic skills, but also cultivates inquiry and critical thinking, and fosters our students' appreciation of the world around them. Similarly, our Judaic Studies curriculum is designed to enable children to acquire core competencies in spoken and written Hebrew, Jewish history and culture, and biblical text study. Because the school day is split equally between General and Judaic Studies, we are committed to ensuring that all classroom lessons are meaningful and productive.

The General Studies program is driven by our determination to meet every child's unique aptitudes, needs and interests, and our recognition of the intellectual challenges our students must meet as adults. All aspects of literacy, math, science and social studies are addressed, and study-skill strategies are incorporated into instruction. The Core Curriculum Standards for the State of New Jersey provide us with benchmark objectives for literacy and math at each grade level and the recommendations of the National Council of Teachers of Mathematics and the results of the most recent TIMSS (Third International Mathematics and Science Study) inform our curricular goals and methods for math. Over the past five years, teachers and administrators have conducted extensive curriculum reviews resulting in the modification of our writing, literacy, math and life skills curricula at JKHA.

Our formal instruction in core subject areas is complemented by an extensive program of co-curricular instruction. For example, we provide a full program of physical education that incorporates opportunities for participation in sports teams, physical fitness and gymnastics. In addition, we address health and wellness through an extensive, developmentally-oriented sequential life skills curriculum, and we offer children numerous opportunities to develop a love of the arts in studio art and music classes. All grades prepare either a musical or dramatic presentation during the year that recognizes a major educational milestone or completion of a unit of study in either General or Judaic Studies. Holidays and other special events allow children to perform or act in front of peers and families.

Instruction is delivered to students grouped heterogeneously in grades Pre-Kindergarten through 5 and in differentiated tracks in the Middle School. Within each mixed-ability class, teachers provide both frontal whole-class instruction and differentiated instruction to small groups of students at compatible performance levels. Student engagement is enhanced by the use of SMART Boards in all General Studies classrooms from grades 2-5, and in many General Studies and Judaic Studies Middle School classrooms. Within each classroom, master teachers are supported in their instructional goals by a team of learning specialists, county hired special education teachers, enrichment instructors, literacy coaches and therapists.

The Judaic Studies curriculum at JKHA is also designed to meet the needs of all learners. The program encompasses the full gamut of Judaic texts, from biblical works to texts based on the Jewish oral tradition, to Jewish history. Hebrew is the primary language of instruction for Judaics, and a language immersion approach, informed by brain-based learning strategies is in place in grades K-5. JKHA is in compliance with the Blue Ribbon Program's foreign language requirement. In Middle School, an innovative Hebrew language curriculum, NETA, engages students by incorporating Jewish and Israeli traditions, culture and general knowledge into daily instruction. Ninety-three percent of seventh grade and 100% of eighth grade students study Hebrew for a 42 minute period each day.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

JKHA's Lower School reading program follows a Balanced Literacy model. From Pre-Kindergarten through fifth grade, students receive explicit daily instruction in the five essential components of literacy identified by the National Reading Panel: phonics, phonemic awareness, fluency, vocabulary and comprehension. Both fiction as well as nonfiction texts are used in class for literacy instruction, with the goal of enabling students to read critically and readily navigate informational material. A wide array of both book- and Internet-based resources are provided to complement the instructional program. Differentiated reading groups are guided by faculty to promote frequent practice in the application of comprehension, fluency and vocabulary skills. Small groups allow teachers to interact more intimately with the learners, and to tailor approaches to suit individual needs; periodic formative assessments allow for flexible student placement. Two specially trained faculty members serve as literacy coaches, working regularly with their Lower School peers to enhance both pedagogical techniques and classroom management of literacy instruction.

Currently, the Treasures/Leveled Reading program published by McGraw Hill is used in grades Pre-Kindergarten - 5. Because of our dual curriculum at JKHA, literacy objectives are also integrated into science and social studies, an approach that has yielded greater student engagement in reading. Formal and informal assessments are utilized to evaluate student progress and to identify those who have deficits in reading and writing; many of these children receive a replacement reading intervention program based on Orton Gillingham methodology.

The Language Arts curriculum for the Middle School is a literature-based program designed to promote fluency in speech and reading comprehension, and mastery of the writing process. Writing activities build on the skills required to compose cogent, coherent and well-reasoned expository essays. Students engage in weekly "Sustained Silent Reading" (SSR) to gain fluency as well as exposure to a variety of forms and genres.

3. **Additional Curriculum Area:**

Several years ago, JKHA administrators decided to adopt a new math curriculum in order to enhance student understanding and retention of math concepts, as well as their ability to solve real-life problems. Because our school is committed to academic excellence as well as diversity, we sought a program with a track record of effectiveness in reaching all types of learners. After considerable research, we decided to introduce the Singapore Math curriculum in our Lower School because it conforms with the recommendations of the National Council of Teachers of Mathematics; emphasizes a strategic approach to problem solving, as well as mental math; and promotes a high level of achievement among students at all points on the learning spectrum.

As of 2009, the Singapore method has been implemented in Kindergarten through Grade 4; it will be introduced in Grade 5 in the 2010-11 school year. Singapore Math instruction is scheduled daily, and grade-level teachers team-teach in order to provide differentiated instruction to small groups of students at comparable levels. New concepts are taught at increasingly higher levels of abstraction, advancing from the concrete to the pictorial and finally to the symbolic. Classroom instruction is supported or enhanced by specialists who provide intervention or enrichment.

JKHA Middle School teachers seek to foster students' appreciation for the beauty of mathematics, building on previous concepts to ensure in-depth understanding. We expect students to master each topic as it is completed, enabling them to model real-world applications, and to problem-solve by incorporating all previously acquired knowledge and skills. The Middle School curriculum is designed to foster development of mathematical fluency, problem-solving skills, mathematical reasoning, and the ability to communicate mathematically.

In grades 6-8, students gain a strong foundation in algebra and develop competency in myriad problem-solving strategies and techniques, and in estimating the effectiveness of solutions.

Students at JKHA participate in math competitions including the New Jersey Mathematics Leagues, Math Olympiad and the Continental Math League, often gaining local and national recognition for their performances.

4. **Instructional Methods:**

The Joseph Kushner Hebrew Academy is a community school which attracts students across the learning spectrum. To ensure all needs are met, teachers are expected to embrace the highest standards of professional performance. Self-assessment is routine, as teachers across the curriculum seek to identify and employ the most effective instructional methods.

At JKHA, every grade includes students who have disabilities, disorders or impairments that affect their learning. To meet their special needs, we offer differentiated instruction in math and literacy, as noted above, as well as inclusion and remediation through our Learning Center. Five special education professionals provide direct student instruction, teacher support and parent education; coordinate services provided by the Essex County Educational Commission; and meet regularly with classroom teachers to evaluate student progress. Children with motor challenges are invited to use laptops in lieu of writing and may be tested orally; and most long-term projects incorporate options for atypical learners to showcase their unique skills. Finally, the Learning Center conducts multiple assessments, including the Dynamic Indicators of Basic Early Literacy Skills, to identify young children at risk for reading difficulty. Eligible children are placed in an early intervention program in order to address areas of concern and are monitored frequently. Our Response to Intervention model enables us to provide tiered levels of intervention to all students.

Lower School students with advanced academic abilities receive differentiated instruction in language arts through our "Discovery" program, directed by a specially-trained teacher of the Gifted and Talented. Formal and informal enrichment programs for math and science are also offered.

Classes in our Middle School are tracked to allow students to progress at the pace that best suits their needs; placement is based on multiple assessments and is modified as needed. Students with disabilities receive professional support with an emphasis on independent learning. When necessary, short-term intensive intervention groups are formed to address particular learning concerns. After the implementation of such a program for weak readers in 2008-09, 80% of the participants were able to reach grade-level fluency benchmark levels.

5. **Professional Development:**

Because JKHA is a dynamic community of learners, we offer ongoing professional development opportunities to teachers in both General and Judaic Studies. Teachers can choose from among dozens of on-site and off-site workshops relevant to general pedagogy and specific curricular initiatives, and they are encouraged to attend workshops throughout the year designed to enhance the efficacy of their instruction. Every summer JKHA administrators organize and lead two full days of seminars for teachers, and our school has hosted the regional New Jersey Association of Jewish Day Schools Election Day Profession Development Conference, at which hundreds of educators participate in a day of workshops.

JKHA also promotes leadership amongst its staff. Several teachers have received intensive leadership training through a generous grant by the Avi Chai Foundation in collaboration with the Santa Cruz New Teacher Center. These faculty members mentor novice teachers in various aspects of professional practice. In addition, two Lower School teachers have received training as literacy coaches and provide peers with ongoing support in areas such as management of reading groups, student assessments and lesson protocols.

Many members of our administrative team have been selected to participate in the "Art of Leadership" seminar at the Harvard Principal's Center and the Lookstein Center Principal's Seminar in Israel. Both are intensive and highly selective programs of professional development designed to enable participants to

envision and direct change. In addition, many JKHA teachers have participated in the "Schools Attuned" five-day Institute, which offers training in the management of learning differences in the classroom. Finally, JKHA sponsors a unique and highly effective forum for professional development called "Share the Wealth." This initiative enables teacher volunteers to present successful teaching techniques to their peers at a series of informal and highly collegial meetings. "Share the Wealth" forums are held 4-6 times a year with nearly 100% teacher attendance and participation.

6. **School Leadership:**

JKHA is governed by a Board of Trustees which meets five times annually and an Executive Committee of the Board which meets monthly; current and former school parents, along with the Head of School and Principal, serve on these committees, which are concerned primarily with finance, fundraising and governance issues.

The Executive Board of Education sets educational policy for JKHA, with the input of the Head of School and Principal. This committee meets monthly to consider issues related to curriculum, instruction and staffing, among others. In addition to JKHA's chief educators, the Executive Board of Education is served by five lay leaders; school parents also advise administrators informally through education committees.

The JKHA Head of School is responsible for global policies in grades Pre-Kindergarten through eighth grade. The Head of School is supported in the Lower School by an Associate Principal for General Studies, Assistant Principal for Judaic Studies, a Learning Center director and a school psychologist. The Principal of the Middle School works with grades 6, 7 and 8 on a daily basis. He works with an Assistant Principal, a Dean of Academic Affairs, a school psychologist, a guidance director and a student activities director. All JKHA administrators play leadership roles on a daily basis, observing and evaluating teacher performance; spearheading new initiatives, student assessments and periodic curriculum reviews; coordinating learning support services; and collaborating on programs and policies aimed at enhancing student achievement.

Faculty at JKHA contribute significantly to all aspects of education. Monthly school-wide teachers' meetings focus on policies and procedures as well as critical educational benchmarks; and grade-level meetings are scheduled every six to eight weeks to ensure optimum instruction and learning throughout JKHA. Administrators also meet privately with all teachers to review individual student profiles and progress.

JKHA educators also collaborate closely with the Executive Director, who supervises all non-educational functions at JKHA, including all aspects of finance and the physical plant.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Jewish

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No ___

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

$10725	$11725	$13335	$13335	$13335	$13335
K	1st	2nd	3rd	4th	5th
$14535	$14535	$14535	$	$	$
6th	7th	8th	9th	10th	11th
$	$0				
12th	Other				

4. What is the educational cost per student? $ 14095 (School budget divided by enrollment)

5. What is the average financial aid per student? $ 1785

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
13 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
25 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2005-8; 3rd Ed/2007 in 2009

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	85	88	89	91	69
Number of students tested	44	46	38	39	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	40	56	73	68	
Number of students tested	16	12	11	13	6
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Scores for Special Education subgroup reflect the performance of our classified Resource Room students.

Subject: Reading

Grade: 2 Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2005-08; 3rd Ed/2007 in 2009

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	83	79	80	74	70
Number of students tested	44	46	38	39	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	39	52	56	59	
Number of students tested	16	12	11	13	6
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Scores for Special Education subgroup reflect the performance of our classified Resource Room students.

Subject: Mathematics

Grade: 3

Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2006-08; 3rd Ed/2007 in 2009; ITBS in 2005

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	84	89	82	77	82
Number of students tested	42	39	38	44	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	53	66	55		39
Number of students tested	15	12	18	5	11
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
In 2005, we administered the Iowa Test of Basic Skills Form K to 3rd grade.

As per Mr. McTigue's direction, we had to find the mean of the individual percentile scores of the Special Education subgroup in 2005 since a group score was not available. Scores of Special Education subgroup reflect the performance of classified students in our Resource Room.

Subject: Reading

Grade: 3

Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2006-08; 3rd Ed/2007 in 2009; ITBS in 2005

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	82	84	77	73	71
Number of students tested	42	39	38	44	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	44	45	65		45
Number of students tested	15	12	18	5	11
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
In 2005, we administered the Iowa Test of Basic Skills Form K to 3rd grade.

As per Mr. McTigue's direction, we had to find the mean of the individual percentile scores of the Special Education subgroup in 2005 since a group score was not available. Scores of Special Education subgroup reflect the performance of classified students in our Resource Room.

Subject: Mathematics

Grade: 4 Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2005-08; 3rd Ed/2007 in 2009

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	87	84	86	88	88
Number of students tested	37	35	39	40	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	62	67		38	66
Number of students tested	18	18	8	12	19
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Scores of Special Education subgroup reflect the performance of classified students in our Resource Room.

Subject: Reading

Grade: 4 Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2005-08; 3rd Ed/2007 in 2009

Publisher: CTBMCGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	92	86	90	88	87
Number of students tested	37	35	39	40	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	59	65		44	58
Number of students tested	18	18	8	12	19
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Scores of Special Education subgroup reflect the performance of classified students in our Resource Room.

Subject: Mathematics

Grade: 5

Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2006-08; 3rd Ed/2007 in 2009; ITBS in 2005

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	84	85	86	88	78
Number of students tested	44	38	35	38	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	45	51		75	75
Number of students tested	14	14	9	15	19
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
In 2005, we administered the Iowa Test of Basic Skills Form K to 5th grade.

Scores of Special Education subgroup reflect the performance of classified students in our Resource Room.

Subject: Reading

Grade: 5

Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2005-08; 3rd Ed/2007 in 2009; ITBS in 2005

Publisher: CTB Mc Graw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	82	89	84	89	66
Number of students tested	44	38	35	38	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	48	55		65	38
Number of students tested	14	14	9	15	19
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
In 2005, we administered the Iowa Test of Basic Skills Form K to 5th grade.

Scores of Special Education subgroup reflect the performance of classified students in our Resource Room.

Subject: Mathematics

Grade: 6

Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2006-08; 3rd Ed/2007 in 2009; ITBS in 2005

Publisher: CTB McGraw hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	May	May	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	89	86	87	83	84
Number of students tested	36	34	39	50	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	33	55	55	30	43
Number of students tested	14	10	11	18	16
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
In 2005, we administered the Iowa Test of Basic Skills Form K to 6th grade. For that year only, scores are reported as percentiles.

Scores of Special Education subgroup reflect the performance of classified students in our Resource Room.

Subject: Reading

Grade: 6

Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2006-08; 3rd Ed/2007 in 2009; ITBS in 2005

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	May	May	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	87	83	78	81	71
Number of students tested	36	34	39	50	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score	40	59	62	37	43
Number of students tested	14	10	11	18	16
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
In 2005, we administered the Iowa Test of Basic Skills Form K to 6th grade. For that year only, scores are reported as percentiles.

Scores of Special Education subgroup reflect the performance of classified students in our Resource Room.

Subject: Mathematics

Grade: 7

Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2006-08; 3rd Ed/2007 in 2009; ITBS in 2005

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	May	May	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	80	83	75	84	84
Number of students tested	35	35	58	51	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score		55	34	39	32
Number of students tested	9	15	16	19	12
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
In 2005, we administered the Iowa Test of Basic Skills Form K to 7th grade. For that year only, scores are reported as percentiles.

Scores of Special Education subgroup reflect the performance of classified students in our Resource Room.

Subject: Reading

Grade: 7

Test: Terra Nova Basic Multiple Assessment

Edition/Publication Year: 2nd Ed/2000 in 2006-08; 3rd Ed/2007 in 2009; ITBS in 2005

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	May	May	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	83	79	76	80	79
Number of students tested	35	35	58	51	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score		59	38	50	52
Number of students tested	9	15	16	19	12
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
In 2005, we administered the Iowa Test of Basic Skills Form K to 7th grade. For that year only, scores are reported as percentiles.

Scores of Special Education subgroup reflect the performance of classified students in our Resource Room